

Kamil Kilany

كامل كيلاني

دنديش وأصحاب العصفورة

Dindish and The Sparrow's Friends

عربي - انجليزي  
Arabic - English



P.T. 5

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دار مكتبة الأطفال

DAR MAKTABAT EL-ATFAL



اهداءات ٢٠٠٢

أ/ رشاد كامل الخيلاني

القاهرة

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دار مكتبة الأطفال

Dar Maktabat El Atfal

SIBLIOTHECA ALEXANDRINA

مكتبة الاسكندرية



ثَعْلَبٌ .

ثَعْلَبٌ مَكَارٌ .

رِنْدِشٌ مَكَارٌ .

رِنْدِشٌ ثَعْلَبٌ مَكَارٌ .

ثَعْلَبٌ مَكَارٌ يَبْحَثُ عَنْ وَرَّةٍ يَأْكُلُهَا .

ثَعْلَبٌ مَكَارٌ يَبْحَثُ عَنْ بَطَّةٍ يَأْكُلُهَا .

ثَعْلَبٌ مَكَارٌ يَبْحَثُ عَنْ دَجَاجَةٍ يَأْكُلُهَا .

ثَعْلَبٌ مَكَارٌ يَبْحَثُ عَنْ طَعَامٍ لِأَفْلاَدِهِ .

الصَّغَارِ .

رِنْدِشٌ ثَعْلَبٌ عَجِيبٌ .

A fox.

A sly fox.

Dindish is sly.

Dindish is a sly fox.

A sly fox is looking for a goose to eat.

A sly fox is looking for a duck to eat.

A sly fox is looking for a hen to eat.

A sly fox is looking for food for its  
young ones.

Dindish is a strange fox.

ثَغْلَبٌ وَثَغْلَبَةٌ .

ثَغْلَبٌ صَغِيرٌ .

وَتَغْلَبَةٌ صَغِيرَةٌ .

ثَغْلَبَانِ صَغِيرَانِ .



ثَغْلَبَانِ أَخَوَانِ . أَخَوَانِ صَغِيرَانِ .

ثَغْلَبَانِ أَخَوَانِ صَغِيرَانِ .

وَنَدِشُ أَبَوَهُمَا .

وَنَدِشُ رَبَّاهُمَا .

وَنَدِشُ خَرَجَ يَبْحَثُ عَنْ طَعَامٍ

لَهُمَا .

A fox and a vixen.

A young fox and a young vixen.

Two young foxes.

Two brother foxes. Two young brothers.

Two young brother foxes.

Dindish is the father of both of them.

Dindish has brought both of them up.

Dindish went out in search of food  
for both of them.



يَأْكُلُهُ هُوَ وَأَوْلَادُهُ.

أَيْنَ الْوَزُّ ؟ أَيْنَ الْبَطُّ ؟ أَيْنَ الدَّجَاجُ ؟  
الْوَزُّ هَرَبَ . الْبَطُّ هَرَبَ . الدَّجَاجُ هَرَبَ  
دِنْدِشْ زَعْلَانُ .



Dindish is looking for a duck to catch.

Dindish is looking for a goose to catch.

Dindish is looking for something to catch, so that he and his young ones may eat.

Where are the geese ?

Where are the ducks ?

Where are the hens ?

The geese have fled.

The ducks have fled.

The hens have fled.

Dindish is vexed.

الْعُصْفُورَةُ قَالَتْ :  
"لِمَاذَا أَنْتَ زَعْلَانٌ ؟"



دِنْدِشُ قَالَ : "الطُّيُورُ تَهْرَبُ مِنِّي ."  
الْعُصْفُورَةُ قَالَتْ : "الطُّيُورُ تَخَافُ أَنْ تَأْكُلَهَا"  
دِنْدِشُ قَالَ : "أَنَا لَا آكُلُ أَصْحَابِكَ ، أَنَا  
زَرَعْتُ جُنَيْنَةً لِأَصْحَابِكَ ."

The sparrow asked :

“ Why are you vexed? ”

Dindish replied :

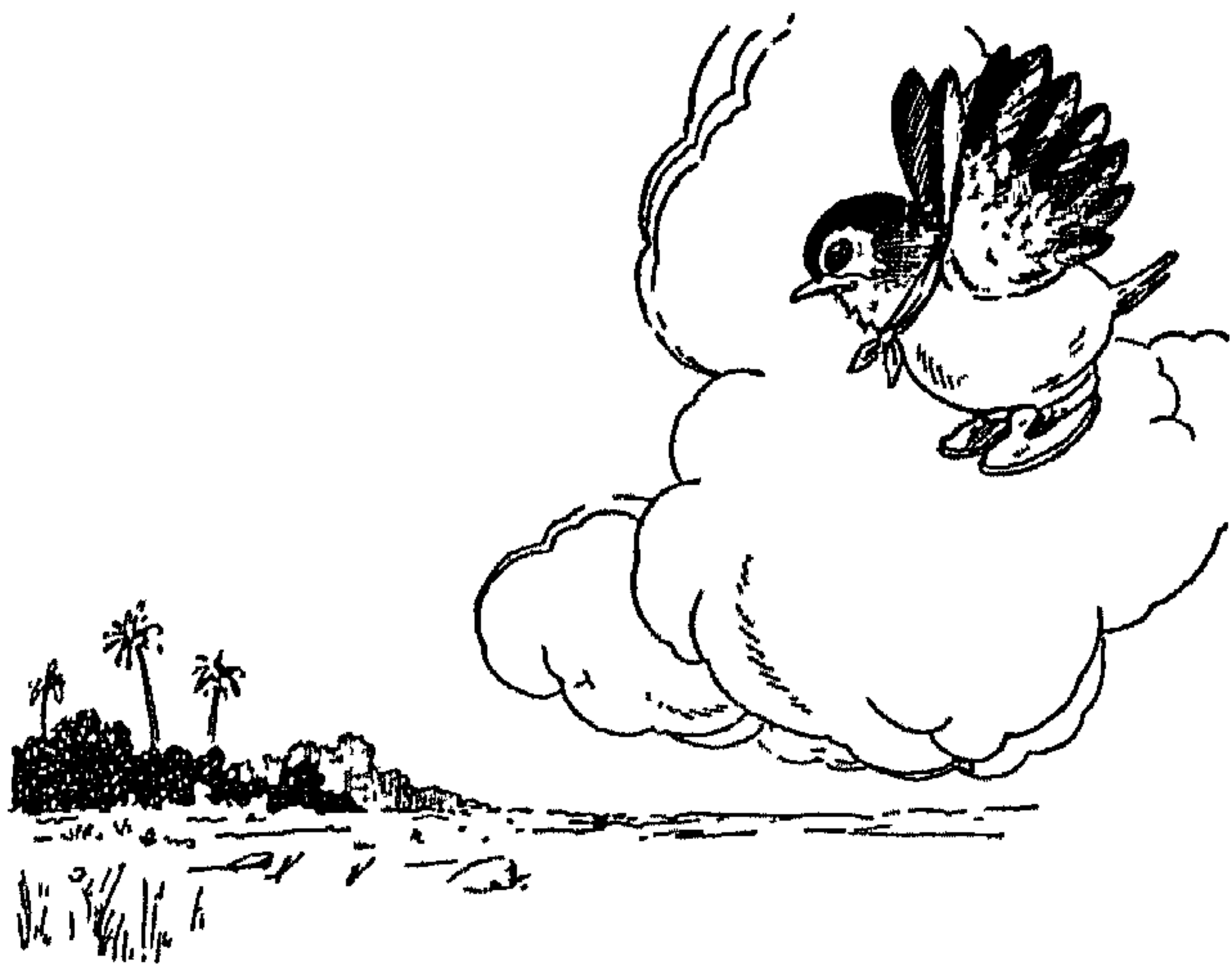
“ The birds flee from me. ”

The sparrow retorted :

“ The birds are afraid lest you should eat them up. ”

Dindish exclaimed :

“ I do not eat up your friends ; I have planted a garden for your friends ”



الْعُصْفُورَةُ فَرَحَانَةٌ : طَارَتْ فَرَحَانَةٌ  
الْعُصْفُورَةُ قَالَتْ وَهِيَ فَرَحَانَةٌ :  
أَنَا أَخَيْرُ أَصْحَابِي بِمَا سَمِعْتُهُ مِنْ  
دِنْدِشَ الْعَجِيبِ . دِنْدِشُ لَا يَأْكُلُ أَصْحَابِي .  
دِنْدِشُ يَحِبُّ أَصْحَابِي :



The sparrow is pleased.

It flew happily away.

The sparrow said happily:

“ I am going to tell my friends what I  
have heard from the wonderful Dindish.

Dindish will not eat up my friends.

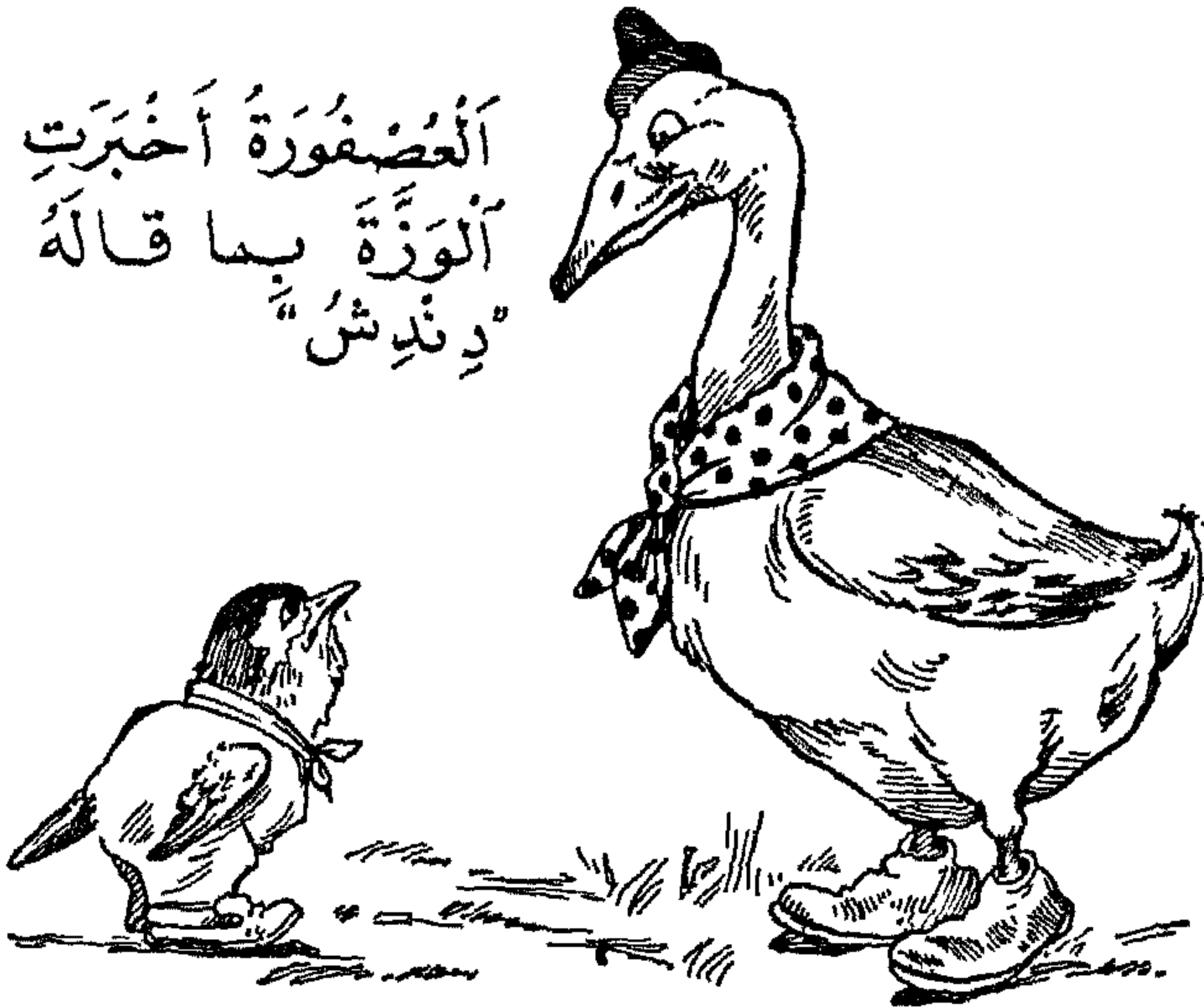
Dindish likes my friends.”

الْعُصْفُورَةُ أَخْبَرَتْ الْبَطَّةَ بِمَا قَالَهُ دُنْدِشُ



الْبَطَّةُ صَدَّقَتْ مَا سَمِعَتْهُ مِنَ الْعُصْفُورَةِ.

الْعُصْفُورَةُ أَخْبَرَتْ  
الْوَزَّةَ بِمَا قَالَهُ  
دُنْدِشُ



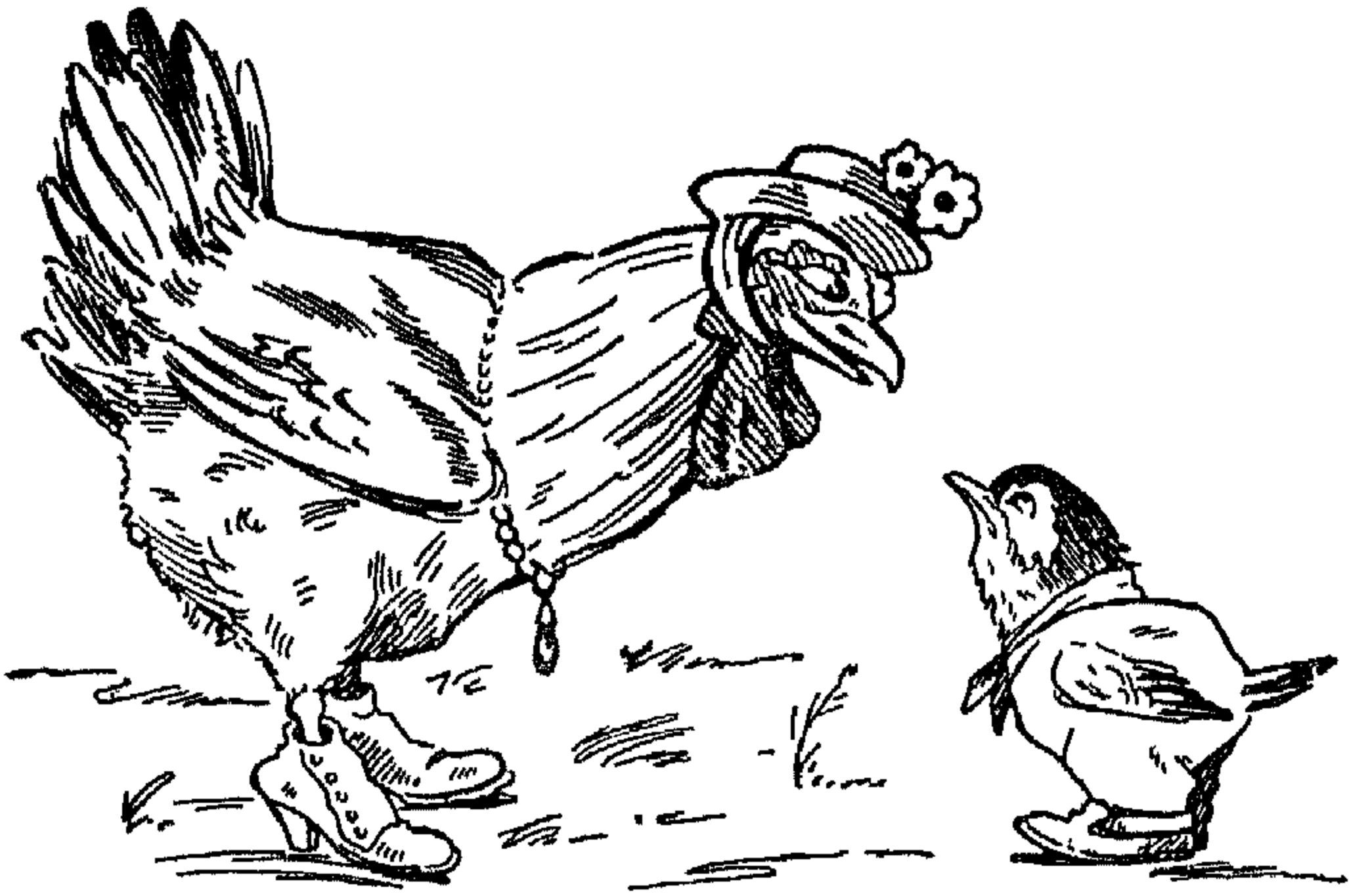
الْوَزَّةُ صَدَّقَتْ مَا قَالَهُ دُنْدِشُ لِلْعُصْفُورَةِ.

The sparrow told the duck  
Dindish had said.

The duck believed all that she  
heard from the sparrow.

The sparrow told the  
what Dindish had said.

The goose believed what Di  
had said to the sparrow.



الدَّجَاجَةُ صَدَّقَتْ مَا سَمِعَتْهُ مِنَ الْعُصْفُورَةِ.

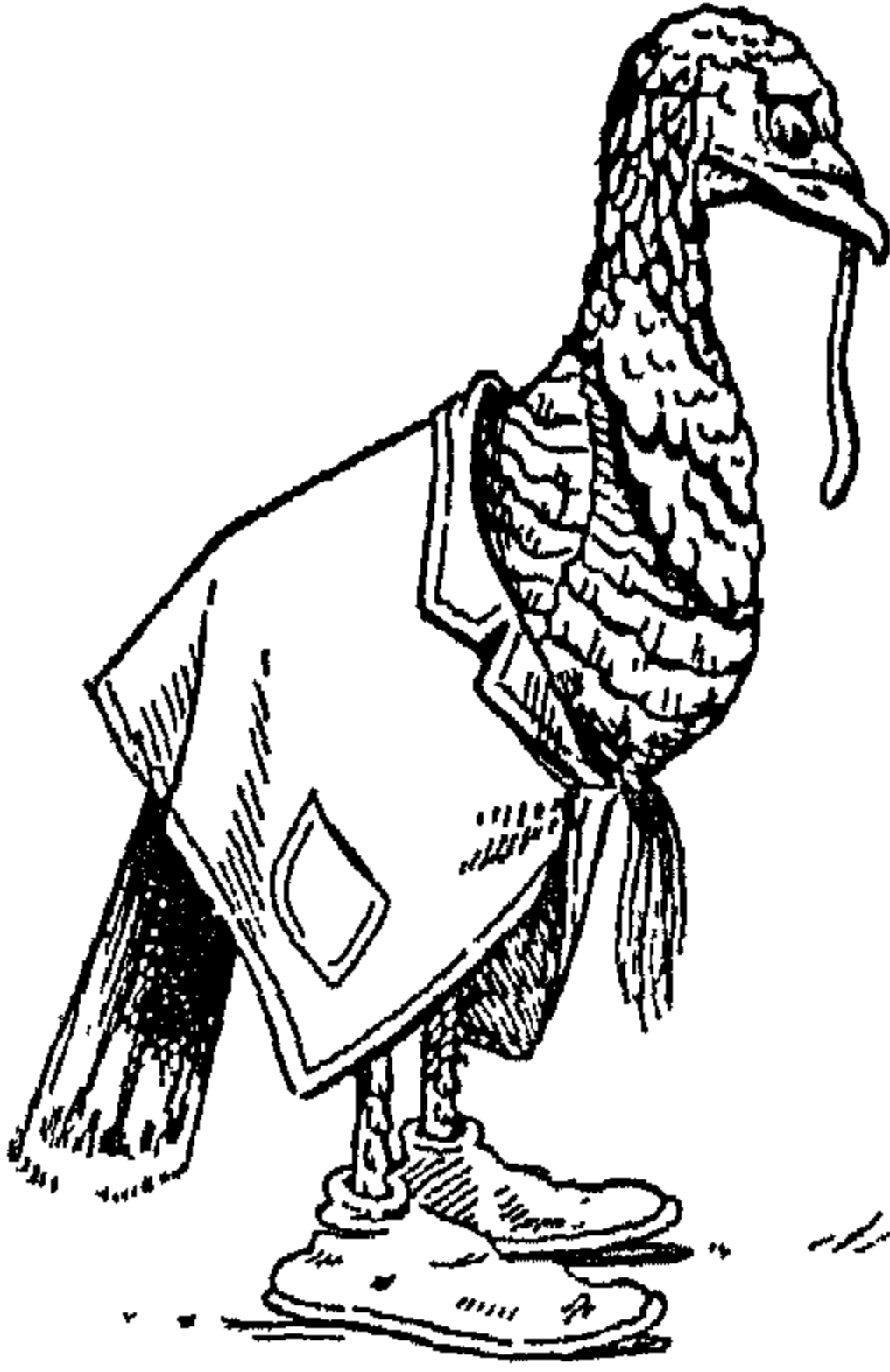


الدَّيْكُ صَدَّقَ مَا قَالَهُ دِ نَدِيشُ لِلْعُصْفُورَةِ.



The hen believed what  
it had heard from the  
sparrow.

The cock believed what  
Dindish had said to the  
sparrow.



أَلَدَّيْكَ الرُّومِيُّ  
صَدَّقَ كَلَامَ  
الْعُصْفُورَةِ .



الْأَزْنَبُ صَدَّقَ  
مَا سَمِعَتْهُ الْعُصْفُورَةُ  
مِنْ «رَنْدِش»



The turkey believed the  
sparrow's words.

The rabbit believed what  
the sparrow had heard  
from Dindish.

«أَبُو حَدِيحٍ: لَقَلَّ ظَرِيفٌ ،  
شُفْنَاهُ فِي جُنَيْنَةِ الْحَيَوَانِ .  
أَبُو حَدِيحٍ صَدَّقَ كَلَامَ  
الْعُصْفُورَةِ .



«أَبُو قِرْدَانٍ طَائِرٌ نَافِعٌ .  
«أَبُو قِرْدَانٍ» صَدَّقَ  
كَلَامَ الْعُصْفُورَةِ .



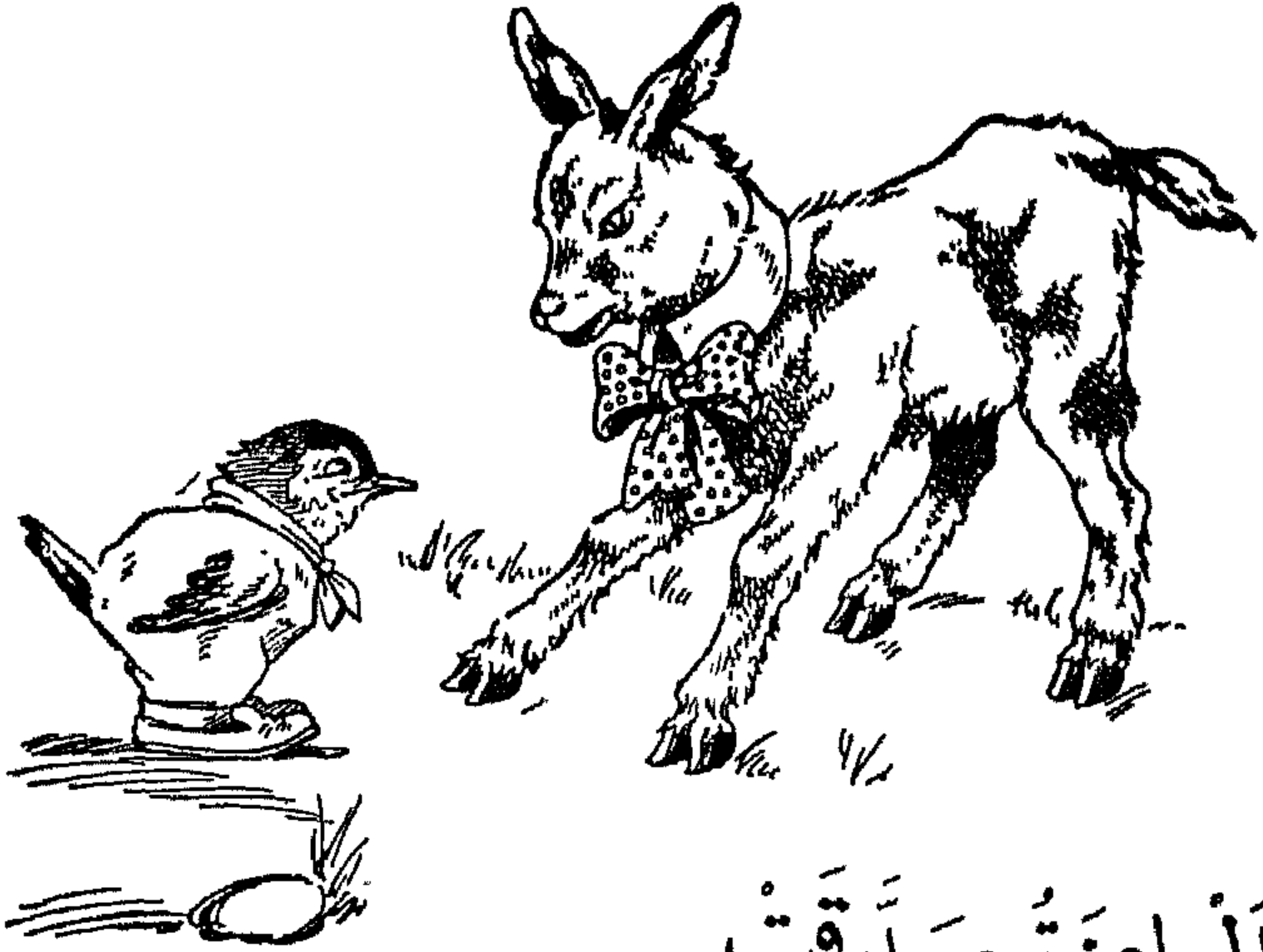


The stork is a nice long-beaked bird  
which we have seen at the Zoo.

The stork believed the sparrow's  
words.

The ibis is a useful bird.

The ibis believed the sparrow's  
words .



الْمَاعِزَةُ صَدَّقَتْ

مَا سَمِعَتْهُ مِنْ

الْعُضْفُورَةِ .



الْتَّعَبَةُ الصَّغِيرَةُ صَدَّقَتْ كَلَامَ الْعُضْفُورَةِ .

The nanny-goat believed  
what she had heard from  
the sparrow.

The little ewe-lamb believed  
the sparrow's words.



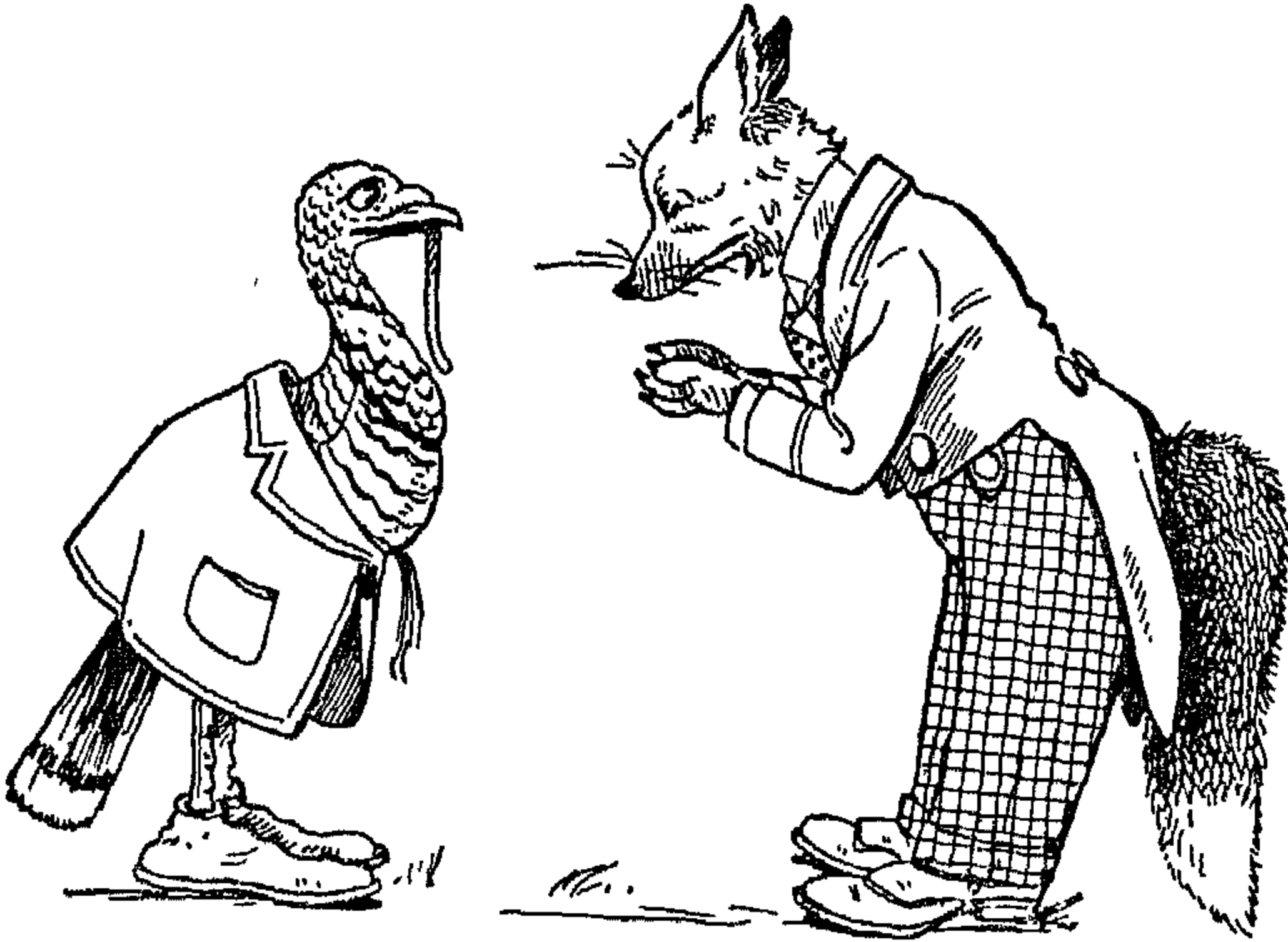
ثَلَاثُ بَطَّاتٍ ذَهَبَتْ إِلَى جَنِينَةِ دِنْدِشٍ .  
دِنْدِشُ قَالَ : " أَهْلًا وَسَهْلًا بِالْبَطَّاتِ الْعَزِيزَاتِ " .

Three ducks have gone to  
Dindish's garden.

Dindish said :

“ You are welcome, dear  
ducks ! ”

وَنَدِشُ قَالَ : « أَهْلًا وَسَهْلًا  
بِالدَّجَاجَةِ الْعَزِيزَةِ »



وَنَدِشُ قَالَ : « أَهْلًا وَسَهْلًا بِالدِّيكِ الرُّومِيِّ »

Dindish exclaimed:

“ very welcome, deer hen!”

Dindish stated:

“ Welcome, welcome, Mister  
Turkey !”

رِنْدِشْ قَالَ : " أَهْلًا  
وَسَهْلًا بِالْوَزَةِ الظَّرِيفَةِ . "



رِنْدِشْ قَالَ : " أَهْلًا وَسَهْلًا بِالدَّيْكِ الْعَزِيزِ . "



Dindish said :

“ Welcome, welcome, lovely  
goose !”

Dindish stated :

“ Welcome, welcome, dear  
cock !”

”نَبْهَانُ“ قَالَ لِأَخَوَيْهِ:  
”لَا تَذْهَبَا إِلَى دِنْدِشَ“



دِنْدِشُ غَدَارٌ . دِنْدِشُ يَأْكُلُ الْآرَائِبَ . أَنَا أَخَافُ  
عَلَيْكُمَا. - الْآرَائِبَانِ لَوَيْسَمَا كَلَامَ أَخِيهِمَا. الْآرَائِبَانِ  
ذَهَبَا إِلَى دِنْدِشَ.



Nabhan told his two brothers :

“Do not go to Dindish.

Dindish is treacherous.

Dindish devours the rabbits.

I am afraid for you.”

The two rabbits did not heed their  
brother's advice,

The two rabbits went to Dindish.



”نَبْهَانُ“ خَافَ عَلَى أَخَوَيْهِ .

نَبْهَانُ قَالَ : ”أَنَا لَا أَصَدِّقُ أَنَّ دِنْدِشَ

تَابَ عَنِ أَكْلِ الْأَرَانِبِ . دِنْدِشُ

تَغْلَبُ مَكَّارُ . دِنْدِشُ خَائِعٌ كَذَّابٌ“ .

”نَبْهَانُ“ زَعْلَانُ . ”نَبْهَانُ“ تَعْبَانُ .

Nabhan was afraid for his two brothers.

Nabhan said :

“ I do not believe that Dindish has given up eating rabbits.

Dindish is a sly fox.

Dindish is a deceitful liar.”

Nabhan is vexed.

Nabhan is tired.



دُنْدِشُ أَخْبَرَ وَلَدَيْهِ بِقِصَّتِهِ مَعَ  
الْعُصْفُورَةِ . الْغُرَابُ سَمِعَ مَا قَالَهُ  
دُنْدِشُ لِلثَّغْلَيْنِ الصَّغِيرَيْنِ .  
الْغُرَابُ طَارَ لِيُخْبِرَ الْعُصْفُورَةَ بِمَا سَمِعَ .

Dindish told his two sons about his story with the sparrow.

The crow heard what Dindish had said to the two young foxes.

The crow flew away to tell the sparrow what he had heard.



الْغُرَابُ أَخْبَرَ الْعُصْفُورَةَ  
بِمَا سَمِعَهُ مِنْ "رَنْدِشَ".

"نَبْهَانُ" سَمِعَ مَا قَالَهُ الْغُرَابُ لِلْعُصْفُورَةِ .  
"نَبْهَانُ" خَافَ عَلَى أَخَوْنِهِ . "نَبْهَانُ" أَسْرَعَ إِلَى "تُوتُو".



The crow told the sparrow what  
he had heard from Dindish.

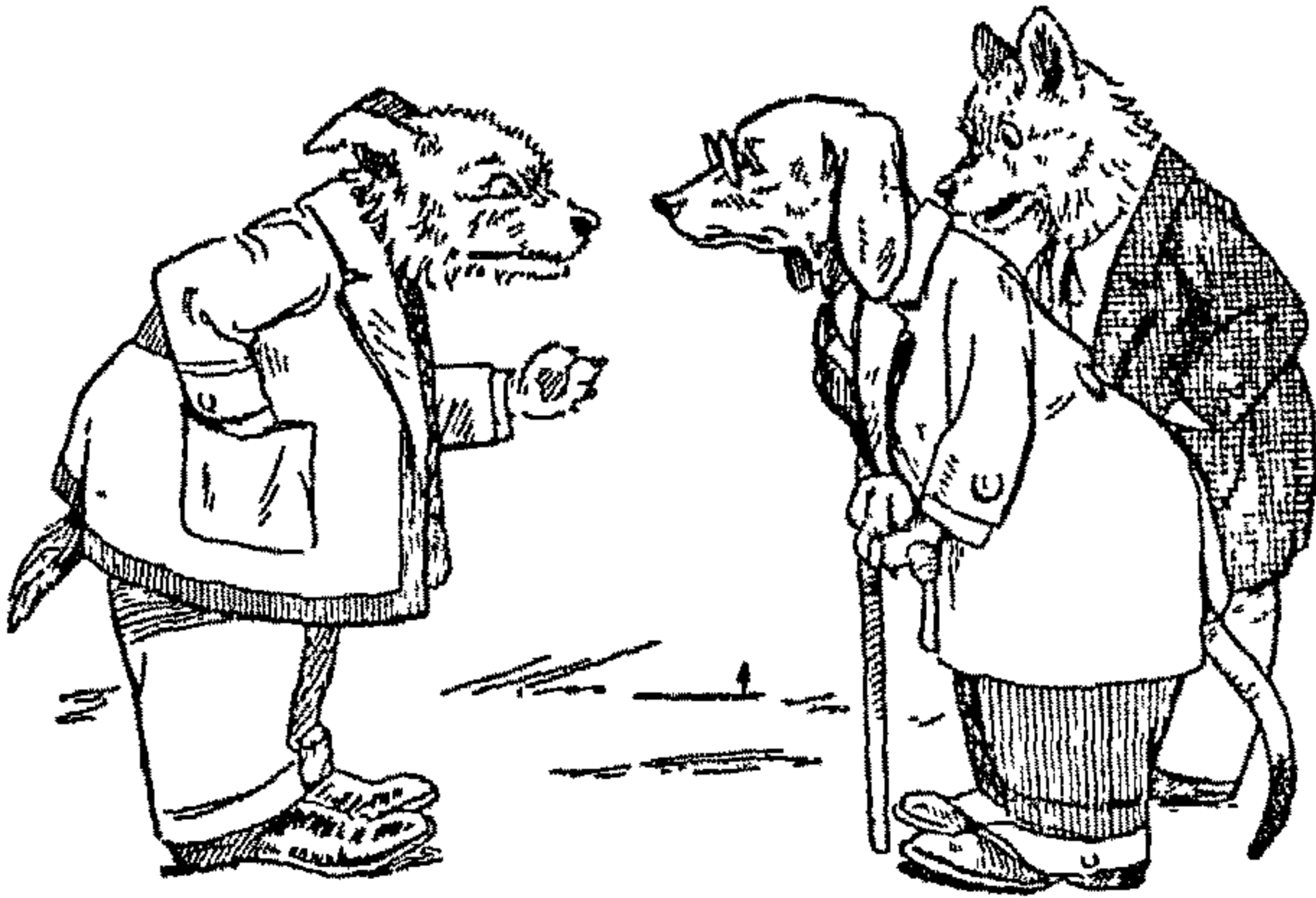
Nabhan heard what the crow  
had told the sparrow .

Nabhan was afraid for his two brothers.

Nabhan hastened to Too-Too.



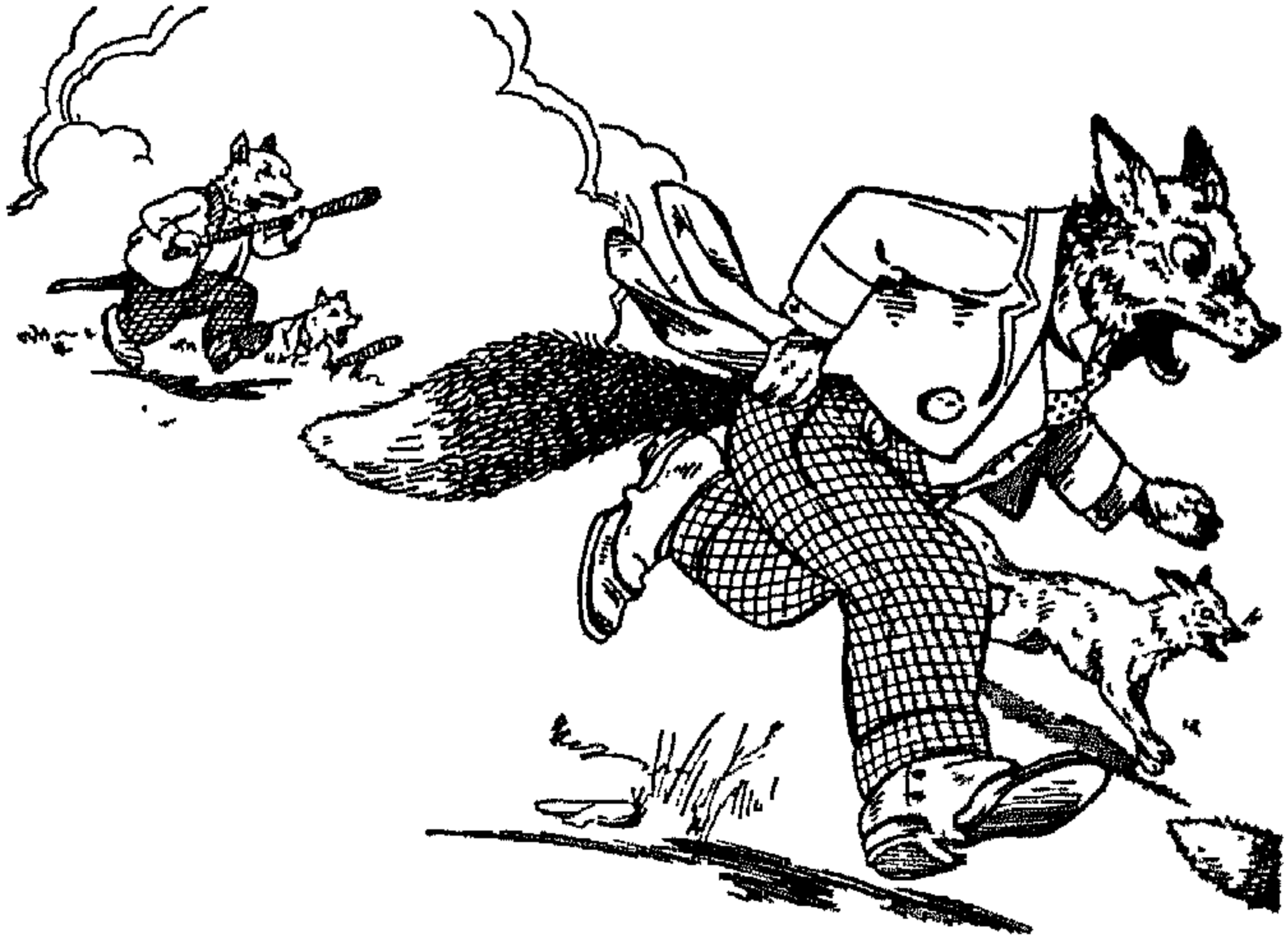
الْأَرْنبُ أَخْبَرَ تَوْتُو بِمَا قَالَهَ الْغُرَابُ .



تَوْتُو أَخْبَرَ أَخَوَيْهِ بِمَا قَالَهَ "نَبْهَانُ" .

The rabbit told Too - Too  
what the crow had said.

Too - Too informed his two  
brothers of what Nabhan  
had said.



الْثَّعَالِبُ هَرَبَتْ لَمَّا شَافَتْ الْكِلَابَ .



الطُّيُورُ فَرِحَتْ بِنَجَاتِهِمَا مِنَ الثَّعْلِبِ الْمَكَارِ .

The foxes fled when they  
saw the dogs .

The birds were glad to be  
saved from the sly fox.

نَشِيدُ الْغُرَابِ



غاق  
غاق  
غاق

أَيُّهَا الْأَضْحَابُ  
أَيُّهَا الرَّفَاقُ

لَا تُصَدِّقُوا ...  
دِنْدِشَ الْكَذَابِ  
غاقِ غاقِ غاقِ

... ..

أَيُّهَا الْأَخْبَابُ	أَيُّهَا الرَّفَاقُ	غاقِ غاقِ غاقِ
كُلُّ ثَغَلَبٍ	طَبْعُهُ النِّفَاقُ	غاقِ غاقِ غاقِ
لَا تُصَدِّقُوا	كُلُّ مَا يُقَالُ	غاقِ غاقِ غاقِ
كُلُّ ثَغَلَبٍ	خَائِعٌ مُخْتَالٌ	طَبْعُهُ النِّفَاقُ
	غاقِ غاقِ غاقِ	



The crow's ode :

Caw

Caw

Caw

O friends !

O companions !

Do not believe Dindish - the liar.

Caw Caw Caw

O dear ones ! O companions !

Caw Caw Caw

Hypocrisy is the nature of every fox .

Caw Caw Caw

Do not believe all that is said .

Caw Caw Caw

Every fox is deceitful and treacherous .

Caw Caw Caw

Hypocrisy is in its nature.

Caw Caw Caw

Excerpts from reviews  
of Al Kilany's Library

قطوف من الآراء  
في مكتبة الكيلاني

The Poet Ibrahim Abdul Kader El Mazni said :

...The main features which stand out in Kilany's books are simplicity of expression, accuracy of vocabulary and exactness of meaning. In a word, his sound and facile pen, avoids all that is strange or archaic, guiding the child along a perfectly graduated path.

Moreover, complete vocalisation is a guarantee against error, and elaborate illustrations are most conducive to reading.. "

Dr. Ali Mustafa Musharraf said :

" . I sincerely hope that the day will come when our young scholars will know good Arabic by instinct. When this happens most of the credit will be due to Professor Kilany's books .... "

Prof. Carlo Nallino said :

".. I offer the most unreserved commendation for the care you have devoted to the choice of the subject-matter in the first place, the expression in the second, and the size of the lettering in the third, and also in the plan which is designed to lead to perfect success by progress from the child to the adult in harmony with his development in years and attainments. I am likewise delighted to call attention to the delicacy and clearness which characterise the artistic pictures which adorn the pages of this series..."

الشاعر إبراهيم عبد القادر المازني قال :

...وتمتاز تواليف الكيلاني بالبساطة في التعبير، والصحة في الألفاظ، والرقّة في التراكيب، والدقة في الأداء، والسلاسة والسهولة، مع اجتناب كل غريب وناث، ومع توخي التدرج بالطفل.

هذا إلى الشكل الكامل حتى يؤمن الخطأ، والإكثار من الصور الجميلة المغرية بالقراءة....

دكتور هبلي مصطفى مشرفة قال :

...وإني لأرجو أن يأتي اليوم الذي تصير فيه اللغة العربية سليقة عند متعلمينا. فإذا قيس لها ذلك كان الفضل راجعا في معظمه إلى كتب الأستاذ الكيلاني....

الأستاذ كارلو نالينو قال :

...وإني لأحبذ أوفى تحبيذ، تلك العناية التي تبدلها في انتقاء الموضوعات أولا، والأساليب ثانيا، وأحجام الحروف ثالثا، وترتيب ذلك ترتيبا يتمشى بنجاح تام من الأطفال إلى الشباب، وفق تدرجهم في أسنانهم، ومداركهم كما يسرى أن أنوه بالرشاقة والوصوح، اللذين يتحليان في فن تلك الصور المدعة التي أزدانت بها هذه الكتب...



## **Excerpts from reviews of Al-Kilany's Library**

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*The Poet Ibrahim Abdul Kader El Mazni said :*

*" . . . The main features which stand out in Kilany's books are simplicity of expression, accuracy of vocabulary and exactness of meaning. In a word, his sound and facile pen, avoids all that is strange or archaic, guiding the child along a perfectly graduated path.*

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*" . . . I offer the most unreserved commendation for the care you have devoted to the choice of the subject-matter in the first place, the expression in the second, and the size of the lettering in the third ; and also in the plan which is designed to lead to perfect success by progress from the child to the adult in harmony with his development in years and attainments. I am likewise delighted to call attention to the delicacy and clearness which characterise the artistic pictures which adorn the pages of this series . . . "*

## **Bibliothèque Arabe Al Kilany pour Enfants.**

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**Les sujets traités** aident le caractère, développent l'intelligence, et lui enseignent la littérature.

**La technique** renforce et intensifie le désir et l'intérêt du lecteur et stimule son amour pour la lecture.

**Le langage** enrichit le don d'expression et contribue à une réelle facilité d'élocution. En effet, c'est une révolution littéraire pédagogique qui a été soutenue par les ministres de l'éducation, les dirigeants de l'opinion publique en Orient, de même que des Orientalistes bien connus, ont été unanimes à appuyer.

La bibliothèque fut la première en son genre à poursuivre les méthodes d'éducation les plus modernes dans les pays parlant la langue arabe. Les éditions successives de ces livres ont largement contribué pour la nouvelle génération et ont eu accès dans chaque foyer arabe. En plus, ils ont été traduits dans la plupart des langues Orientales et en certaines langues occidentales.

En effet, ils sont en eux-mêmes, une libre institution qui attire l'élève sans contrainte ni intimidation.

La bibliothèque Al Kilany fut autrefois le rêve de chaque parent. Aujourd'hui, elle est la plus fructueuse nourriture culturelle pour les enfants.

Ils sont publiés par les plus grandes maisons d'édition en Orient.



## Biblioteca "Al-Kilani" Per Bambini

È la prima istituzione araba per la formazione culturale del bambino. Comprende 150 racconti vocalizzati ed illustrati, con testi graduati, dalla classe preparatoria (asilo infantile) ai licei ed istituti medi superiori.

Sede centrale: Via Hasan el-Akbar, No. 32 Cairo  
Succursale: Via El-Bustan, No. 28 Cairo  
(Tel. 50 818).



La "Biblioteca al-Kilani" comprende una raccolta di circa 150 racconti divertenti, riccamente illustrati e presentati in bella forma tipografica, che accompagnano l'alunno dalla classe preparatoria fino alla fine degli studi secondari, per poi portarlo alla "Biblioteca al-Kilani per la gioventù".

Gli argomenti trattati in questi racconti formano il carattere del lettore, ne sviluppano l'intelligenza e gli insegnano la letteratura.

La tecnica dei racconti mira ad incantare e a divertire il lettore, stimolandone l'amore per la lettura.

La lingua in cui sono scritti i racconti, permette di arricchire il vocabolario del lettore, abituandolo ad esprimersi correttamente e con uno stile elegante.

La "Biblioteca al-Kilani" costituisce una illuminata rivoluzione a cui hanno dato il loro assenso ed appoggio, in Oriente, vari Ministri dell'Istruzione, personalità del campo dell'insegnamento, dirigenti della pubblica opinione, e, in Occidente, i più noti orientalisti e gli specialisti nel campo dell'istruzione.

La "Biblioteca al-Kilani" la prima del genere nel mondo arabo, vuole che il fanciullo cresca secondo i più moderni sistemi di educazione.

Le edizioni in lingua araba della "Biblioteca Al-Kilani" sono ormai numerose ed hanno permesso alle nuove generazioni nei Paesi arabi di istruirsi. In nessuna casa araba mancano i volumetti della "Biblioteca Al-Kilani".

I racconti della "Biblioteca Al-Kilani" sono stati tradotti nella maggior parte delle lingue orientali ed in alcune lingue occidentali.

La "Biblioteca" è una scuola privata: quando l'allievo la conosce, vi accorre senza bisogno di costrizioni o intimidamenti.

Essa era la maggiore aspirazione dei padri ed è oggi il "clima culturale" più appetitoso per i figli.

La "Biblioteca Al-Kilani" viene pubblicata dalle maggiori Case editrici d'Oriente.



## Al-Kilany's Arabic Library for children

The first Arabic institution for the cultural development of children.

150 graduated vocalised and illustrated stories, designed for classes from the kindergarten to the end of the secondary course.

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**Its subject-matter :** Promotes character, develops the intellect, and teaches literature.

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In fact, it is a rational literary revolution which has won the support of most ministers of education, leaders of public opinion in the East, and well known orientalisists.

The library was the first of its kind to follow the most modern methods of education in the Arabic speaking countries. The successive editions of its books have contributed a great deal towards the culture of the youth in the Arab East and have had access to every Arab home. In addition they have been translated into several Oriental, and some Occidental languages.

In fact, they are in themselves a free institution which attracts the pupil without persuasion or intimidation.

Kitany's Library was once the aspiration of every parent. Today it is the children's most delightful food for thought. It is published by the largest publishing houses in the East.

## To Kamil Kilany.

From Professor Carlo Nallino

Professor in the University of Rome and Member of the  
Academy of the Arabic Language

Sir,

My heart has overflowed with joy to read during these last few years a considerable number of your publications by which you have formed the children's library.

If my conviction is true, you are undoubtedly unmatched in the sphere of children's publications in the entire Arabic World, for I know of no rival to you in this sphere in any country where the letter *dad* (لغة الصاد) is uttered.

Your books have combined skilful entertainment with excellent style and abundant informations. I can find no equal to them except among the books studied in addition to the curriculum in the schools of Europe, for stimulating a love of reading and entertainment in the minds of children and young people, just as they stimulate in them — in addition to this — the love of reflection, and prepare the way for it. I feel sure that your books have filled this void in the world of pedagogy in the East by this ideal method, for the attraction of these stories does not lose its beauty and charm. Everything in it shows perfect taste, as it is outstanding in its excellent choice of subject-matter, in the soundness and accuracy of its expression, and in the simplicity of its language, while its phraseology and the choice of its vocabulary are well-designed for showing the perfect fruit of the mature and true Arabic taste which pervades the whole.

I do not except from this the stories which you have derived from European literature, for the excellence of their style, their well-chosen vocabulary and their stamp of pure Arabic, leave no room for doubt that these tales are — in their form — essentially Arabic.

I offer the most unreserved commendation for the care you have devoted to the choice of the subject-matter in the first place, the expression in the second, and the size of the lettering in the third; and also in the plan which is designed to lead to perfect success by progress from the child to the adult in harmony with his development in years and attainments. I am likewise delighted to call attention to the delicacy and clearness which characterise the artistic pictures which adorn the pages of this series.

To conclude, I congratulate you most sincerely on this praiseworthy work, and pray from the bottom of my heart that this series may become widespread in all Arabic countries.

Nothing could be more worthy of these books than that every child should read them and every young person should profit by them and that every school and institution should teach them, nor could anything be fitter than that they should act as a guide for foreigners studying Arabic, who desire to attain this goal in the shortest way, and most direct method.

Please accept, Mr. Kilany, my sincerest good wishes and esteem.

Carlo Nallino.

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